IS IT SPRING YET? Of course that depends on where you sit around the globe. Some mark spring by a date on the calendar. Some mark spring by the melting snow and sounds of songbirds in bare trees. Others wait until plants begin to bud through soggy ground. In CEHD, spring is all of these things—with renewed excitement for new adventures. And for many of us, it is commencement, a ceremony that honors persistence, achievements, and the triumph of family and community efforts.

On the pages that follow, we celebrate commencements and longstanding commitments with attention to access, inclusion, and opportunities. Although we present just a few of the many stories of work underway in CEHD, we find new multidisciplinary approaches to workforce challenges, impactful projects that bridge anti-ableism and antiracism efforts, and unparalleled innovation in academic, social, and emotional development; and attend to our commitments and continue our good works in communities across the globe.

As we settle into spring (at least in Minnesota), we also renew our commitments and continue our good works in communities around the globe. Adelante! 

As a final note, paper supply chain issues have affected CEHD and connect magazine, and we know the print quality of recent issues has not been what people have come to expect. We apologize for that. I am happy to say, however, that the quality of the content remains strong and reflective of the great work being done at CEHD.
First Lady Dr. Jill Biden visits

THE UNIVERSITY OF MINNESOTA welcomed First Lady Dr. Jill Biden, along with U.S. Health and Human Services Secretary Xavier Becerra, Minnesota Governor Tim Walz, and Lieutenant Governor Peggy Flanagan, to its Twin Cities campus on February 9 for a listening session to highlight the American Rescue Plan’s investments in child care.

Biden’s visit to CEHD brought her to the Child Development Laboratory School (CDLS), which offers high-quality early care and education to children ages birth to five in the University of Minnesota and Twin Cities communities. As a lab school, CDLS and education to children ages birth to five in the University of Minnesota and Twin Cities communities. As a lab school, CDLS also trains future early childhood educators and provides research opportunities related to child development and early education best practices.

“We are honored that the First Lady chose to visit the University of Minnesota and spotlight how our work reflects best practices, but they don’t always have time to download. We hope that listeners can catch an episode in the car driving to or from visits with families, or perhaps listen while taking a walk,” Gehring says.

—HANNAH BAXTER

New podcast launch

EARLY DEVELOPMENT AND CHILD WELFARE is a new podcast series co-created by the Center for Early Education and Development (CEED) and the Center for Advanced Studies in Child Welfare (CASCW). Episodes cover a range of important aspects of child development and child welfare work.

“Infant mental health practitioners, social workers, and early childhood educators will find these podcasts useful and informative,” says CASCW Director of Outreach Stacy Gehring. “This content is also highly relevant for justice system workers like judges, guardians ad litem, and case managers. These child welfare professionals are asked to make recommendations for children and families, yet they may need more information on the basics of attachment or child development.”

The podcast format was chosen for its ability to deliver information in bite-sized segments that can be accessed while on the go. “Practitioners want and need access to the latest research and best practices, but they don’t always have time to download. We hope that listeners can catch an episode in the car driving to or from visits with families, or perhaps listen while taking a walk,” Gehring says.

—HANNAH BAXTER

Subscribe for free with your favorite podcast app or listen on CASCW’s website at cascw.umn.edu/podcasts.

NEW GIFTS AND COMMITMENTS

$500,000 TO $1 MILLION
David H. and Karen B. Olson added to the David and Karen Olson Faculty Support Fund.

$250,000 TO $499,999
Cameron O. Duncan made a commitment to the Jacqueline R. Mithun Fellowship.

$100,000 TO $249,999
Patrick J. and Shirley M. Campbell renewed their support to the new Campbell Hall, which houses the Institute of Child Development.

Frank Busta supported the Beverly A. Busta Memorial Scholarship.

Jim and Sally Casey established the Sally and James J. Casey Fund for CEHD Reads.

The Culp Family Foundation gave to the new Campbell Hall, which houses the Institute of Child Development.

James B. Cysewski added to the Beverly Dumas Memorial Scholarship.

Richard Edgar gave to the Frances Harrison-Edgar and Richard Edgar Endowed Fellowship.

Martha J. and Ronald C. Erickson gave to the Marni and Ron Erickson Fund for Infant and Early Childhood Mental Health.

Patricia Fallbeck gave to the Patricia D. Fallbeck Scholarship.

James W. Hansen added to the Louise DiGrisolamo Hauwser Scholarship.

The Marguerite Henry Family Trust added to the Jacqueline R. Mithun Fellowship.

The Community Endowment Legacy Grant Fund of the Minneapolis Foundation established the CAREE and Minneapolis Public Schools Partnership Fund.

The Luther I. Replogle Foundation renewed its support of PrePare2Majore.

Linda Wolfe established the Center for Early Education and Development.

The estate of John M. McCoin added to the Special Projects in Social Work.

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Michael D. Lougee and Wendy Pradt Lougee gave to the new Campbell Hall, which houses the Institute of Child Development.

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John E. Welckle made a commitment to the Minnesota Grow Your Own Teachers Support Fund.

Includes gifts made between October 1, 2021, and February 2, 2022.
Theory in practice

The Institute of Child Development (ICD) has launched a field-based practicum course that partners with People Serving People (PSP), a comprehensive emergency shelter for children and families experiencing homelessness in Minnesota. At PSP’s Center of Excellence, trauma-informed care is utilized in a classroom setting with children ages birth to 5. For early childhood students, this provides a unique opportunity to translate what they learn in the classroom into practice.

“Trauma-informed care encompasses an array of practices and tactics that assist children whose resources have been overwhelmed or who have faced adversity. Its goal is to establish a sense of safety and relational connectedness while being intentional with the care provided in the classroom. Through this course and partnership, students are able to observe and assist in trauma-informed care to develop a deeper understanding of what a child who has experienced trauma needs in the classroom. Through the combination of ‘theory, research, and practical guidance, they are seeing it in practice in different ways and helping apply these practices to bring back to the group and reflect on them,” says Elizabeth Criswell, program coordinator and ICD-director of undergraduate studies for early childhood programs.

At the inception of PSP, Criswell and fellow program coordinator Marie Lister, a teaching specialist at the Child Development Laboratory School, considered how they could enter into the relationship as a true partnership. The goal of the partnership was to ensure ICD students are not only learning from the professionals at PSP but that the professionals at PSP gain valuable assistance from students. In an exchange of expertise, PSP professionals assist in choosing resources for students to study and speak in the classroom at ICD, while the students participate in their field study.

Ultimately, the goal of the program is to provide students with hands-on experiences that demonstrate the importance of providing children with caring relationships and emotional support. In the partnership with PSP, this theory has also been brought into practice to foster a caring and supportive relationship between ICD and its practicum sites. “Being collaborative is key to success,” says Kendrea Dickson, Center of Excellence director. “Coming together as educators and learning through each other’s experiences is extremely helpful.”

—Shannon Carley

CEHD summer equity conference returns

In 2016 and 2017, CEHD convened a summer conference of education leaders designed to foster connections between and across the multitude of partners involved in education in Minnesota. We are happy to announce that the conference returns this year on August 2–3.

The 2022 Leading in Equity, Action, and Diversity (LEAD) conference will support education leaders in improving PreK-12 school systems to disrupt pervasive racial inequities. It will offer actionable insights, tools, and strategies for creating more equitable education systems that eliminate racial harm and disparities in students’ opportunities, experiences, and outcomes. Conference sessions will fall under three strands of education leaders’ work, all grounded in equity:

• POLICIES: This strand will guide leaders in establishing and carrying out laws, rules, processes, and procedures that support students, educators, families, and communities and reduce disparities at state, local/district, and school levels.

• PRACTICES: This strand will equip leaders with systems approaches to foster culturally validating instructional leadership and school environments that meet the needs of each and every student.

• PEOPLE: This strand offers leaders strategies for recruiting and retaining diverse staff, building collaborative relationships, effectively engaging with families and communities, centering student voice, and ensuring educator and student well-being.

Visit cehd.umn.edu/lead to register

Summer at CEHD

Professional Development

OLPD 5356—Disability Policy and Services

Summer

This course is offered as a spring evening course (Thursdays 4:40–7:20 p.m.) and as a two-week intensive summer course (June 13–24). It provides a broad overview of disability policy and services and introduces students to philosophical approaches to service provision, the evolution of policies and services affecting people with disabilities, and contemporary approaches to providing services to people with disabilities throughout the life cycle.

► Info: cehd.umn.edu/olpd/graduateprograms/certificate/disability-policieservices

Ambiguous Loss Certificate Program Ongoing

The Ambiguous Loss online professional development course, offered through the Department of Family Social Science, prepares caregiving professionals to become proficient in understanding and applying ambiguous loss theory and includes a professional development Certificate of Completion and 15 CEUs from the University of Minnesota.

► Info: cehd.umn.edu/ftsos/programs/continuing_ed/AL_index.html

GLOS X008—Schools for the Planet: Toward Universal Climate Literacy with Children’s Literature and Media

June 14, 16, 20, 22, 8 a.m.–4 p.m.

In this intensive four-day summer school, participants will learn why traditional climate change education, focused on scientific and environmental facts, is inadequate to address the social, racial, and political dimensions of climate change. Participants will explore climate literacy as a broader competence and learn why stories for young people—in books, films, games, and other narrative media—are the best technology for the social transformation that ensures everyone’s future. A technology that makes climate literacy accessible to every student everywhere.

Registration deadline is June 7.

► Info: 2.z.umn.edu/7mut

For Early Childhood Professionals

The Center for Early Education and Development (CEED) offers online and in-person professional development opportunities for early childhood professionals.

The Minnesota Early Intervention Summer Institute (June 21-22) is an annual professional development event. Choose from seven different learning tracks, or “sessions,” for immersive instruction on topics from assistive technology to racial equity to STEAM content for early learners.

► Info: 2.z.umn.edu/510202

CEED online self-study modules focus on aspects of reflective supervision.

► Info: 2.z.umn.edu/self-study-modules

Online, instructor-led courses build skills with research-based content.

► Info: 2.z.umn.edu/ceedonline

CEED also offers other online and in-person training in classroom assessment tools like the CLASS(r).

► Info: 2.z.umn.edu/CEEDtrainings

Upcoming events

U of M at the Minnesota Twins

Saturday, May 7, 11 a.m. Join fellow U of M alumni when the Minnesota Twins take on the Oakland Athletics.

► Info: 2.z.umn.edu/7jpc

Commencement

Friday, May 13

2022 CEHD Commencement ceremonies will be held at 3M Arena at Mariucci. This in-person event will be dependent on current guidance from the Minnesota Department of Health and U of M guidelines. The undergraduate ceremony will begin at 10 a.m., and the graduate ceremony will begin at 4 p.m.

► Info: cehd.umn.edu/commencement

Save the Date

Friday, September 30

Homecoming pre-parade party and parade

Saturday, October 1

Homecoming football—Gophers vs Purdue

Events may be canceled or postponed due to public health guidelines. Please visit cehd.umn.edu for the most up-to-date information.

HAPPENINGS
Ar didchilv sought to create a multidisci plinary lab that reflects the multifaceted fields of workforce and human resource development. “The success of research and applied projects depends on the input and participation of scholars and industry partners with various backgrounds,” Ar didchilv says. “The lab will bring together groups of people who will be able to more successfully compete for state and federal research grants than if they were trying to secure this funding alone.”

Overall, Bricout says the lab will have three main domains: ensuring diverse and inclusive workplaces, studying human/machine collaboration on the job, and responding to demographic shifts like the knowledge transfer between generations.

The research potential is vast, Bricout adds. Some pending ideas include investigating the best ways to recruit physicians and other health care professionals to work in rural areas, a potential project with the Medical School’s Medical Education Outcomes Center. Another would focus on workforce issues surrounding connected and autonomous vehicles, in partnership with the University’s Center for Transportation Studies. The challenges the lab will tackle are as varied as its members’ expertise. Redong Chen, an associate professor of curriculum and instruction, will contribute his knowledge of learning analytics, perhaps applying it to develop training as people interface with artificial intelligence-based automation. Ken Bartlett, OLPD professor and department chair, lately has focused on uncovering new ways for public transportation agencies to attract, retain, and develop employees.

This multidisciplinary approach—such as bringing in partners from business or engineering—is key to uncovering and removing structural barriers that contribute to workforce challenges, Bartlett says. Another important aspect of the lab will be working with nonprofit, industry associations, and government agencies to shape research from its onset to effectively address their workforce concerns, Bartlett says.

“The issues are so interconnected that you need a different way of thinking about it,” Bartlett adds. “Work has changed, workers have changed, and workforce demands have changed. We need to change how we think about research that develops that future-focused workforce.”

OLPD doctoral student Ana Carolina (Carol) Rodrigues belongs to a research team with Ar didchilv and Dole Lobo, a doctoral student in conservation sciences. Focused on Serra da Capivara National Park, a World Heritage Site in Brazil, they are examining how entrepreneurship and human resource development can support sustainable development and gender equality. It pairs nicely with Rodriguez’s work, which is centered on the work experiences of parents whose children have disabilities and how organizations can support the parents’ professional development.

“I’m super excited about the lab because there is a focus on actionable research,” Rodrigues says. “We always talk about a research/practice gap. The lab can reduce the gap with a focus on improving people’s lives.”

Lab members share an enthusiasm for opportunities to forge new ground by partnering with people with vastly different expertise. Rodriguez already has seen such benefits by working with an environmental scientist like Lobo. Lab member Quinn Oteman, a social work doctoral student, is excited about potential partnerships with engineers for a project focused on employment and community participation using advanced rehabilitation research training.

“When we start to silo ourselves in our disciplines and schools, innovation is limited,” Bartlett says. “We need to change how we think about research that develops that future-focused workforce.”

“The overall role of the lab is to serve as a platform for new, innovative research in workforce development across society.”

Diversity and Research Lab coalesces a multidisciplinary lab that reflects the multifaceted fields of workforce and human resource development. “The success of research and applied projects depends on the input and participation of scholars and industry partners with various backgrounds,” Ar didchilv says. “The lab will bring together groups of people who will be able to more successfully compete for state and federal research grants than if they were trying to secure this funding alone.”

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“The overall role of the lab is to serve as a platform for new, innovative research in workforce development across society.”
ICl’s inclusive roots

Bridging anti-ableism and antiracism

No one has greater disparities than people of color who have disabilities,” says ICI Director Amy Hewitt. “Our charge at ICI is to bring attention to the need for our communities to promote full inclusion and develop policies and practices that address these disparities.”

ICl’s disability research, training, and education is rooted in an anti-ableism perspective that rejects all forms of bias, tudes that are just wrong and harmful to people,” she says. From that frustration, she began incorporating insights and tips into her disability presentations for recognizing ableism and racial bias. That work led to the creation of the Minnesota State Disability Justice series, which she expects to adapt for other organizations in the future.

OTHER ICI PROJECTS FOCUSING ON ANTIracISM INCLUDE:

• AUTISM STUDIES: The institute’s ongoing studies of autism spectrum disorder prevalence in diverse racial and ethnic communities highlights important public health needs, and its targeted outreach to specific underserved communities through videos and other messaging addresses the critical need for early intervention.

• FELLOWSHIP PROGRAM: The Minnesota Leadership Education in Neurodevelopmental and Related Disabilities (MNLEND) fellowship develops the next generation of interdisciplinary leaders in the neurodevelopmental disabilities field, in partnership with the School of Medicine, the College of Liberal Arts, and more than a dozen other departments and centers across the University. MNLEND actively recruits fellows from underrepresented racial, ethnic, socioeconomic, religious, disability, and other backgrounds, and its curriculum explores racial disproportionality and culturally responsive leadership in the disability field.

• MEDICAL RESEARCH: Under a new project for the Centers for Disease Control and Prevention, ICI will estimate the number of people of all ages living with spina bifida, and explore whether prevalence varies among sociodemographic or other factors.

• SURVEYS: In 2020 and 2021, ICI conducted the largest surveys to date among direct support professionals (DSPs) who serve people with disabilities, uncovering racial, ethnic and cultural backgrounds, and its curriculum represents racial, ethnic, socioeconom-ic, religious, disability, and other backgrounds, and its curriculum explores racial disproportionality and culturally responsive leadership in the disability field.

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• INCLUSIVE 4H: With funding from the Minnesota Department of Human Services, Hewitt, Charity Funke Yatah Mentan, and Sarah Hall are developing a replicable model to transform Minnesota 4H clubs to be fully inclusive of youth of color with intellectual and developmental disabilities (IDD) by expanding the knowledge and skills of the 4H workforce.

• RESEARCH FORUM: In August, ICI will host a State of the Science conference that will focus on approaches to advancing the highest quality of community living for people with IDD from diverse racial, ethnic, linguistic, and cultural backgrounds. The event will generate a list of research, practice, and policy priorities that, if implemented nationally, will greatly enhance access and equity for people with disabilities from diverse backgrounds.

“The goal of this working meeting is to develop a vision, priorities, and practical approaches for research and policy in IDD focused specifically on individuals from diverse racial, ethnic, linguistic, and cultural backgrounds,” says Julie Bershadsky, director of ICI’s Community Living and Employment focus area. “Too often, these populations have been left out of research activities, either explicitly or implicitly. Our goal is to move past describing the challenges and into developing solutions, including methodological approaches for doing research and creating policies not just on diverse populations, but with them.”

Looking inward, ICI includes diversity, equity, and inclusion goals in its strategic planning objectives and offers monthly meetings exploring different aspects of inclusion.

Macdonald Metzger, director of out- reach at ICI, helps lead several diversity initiatives in addition to his work on the MNLEND program. Each month, lunch forums, which are open to all staff. “At ICI, we believe deeply in social justice and equal economic, political, and social rights and opportunities for all people, and I mean this in the strongest terms,” Metzger says. “Through independent surveys, we know that people are learning more about racism at our monthly events. We’re on a journey to become a model on campus of collective strategies to end racism in the workplace, and these efforts can only help us in achieving ICI’s mission of inclusion. We’re on the right track and making progress, and we’ll continue to have these open discussions so all ICI employees feel it is a welcoming place to work.”

—JANET STEWART

See more at CEHD.UMN.EDU
For nearly 30 years, scholars in the Tucker Center for Research on Girls & Women in Sport, a world-renowned thought leader and catalyst of systems change housed in CEHD’s School of Kinesiology, have worked diligently to raise awareness of disparities and drive positive change in a myriad of ways. One of those ways is through its Gender Equity Summer Internship Program.

**A RICH HISTORY AND UNWAVERING MISSION**

Solution-based research, translation of knowledge, educational opportunities, and engagement in community outreach are cornerstones of the Tucker Center’s mission. The groundbreaking center, founded in 1993 by Mary Jo Kane, professor emerita of sport sociology and Tucker Center director emerita, was the nation’s first interdisciplinary research center focused on girls and women in sport. Nicole M. LaVoi, senior lecturer in social and behavioral sciences of physical activity, became its associate director in 2005 and director in 2019. The two colleagues share a passion for evidence-based, multidisciplinary research that highlights the inequities faced by girls and women in sport.

**INTERNSHIP PROGRAM TAKES FLIGHT**

In 2007, LaVoi received a call that sparked inspiration and led to the inception of the Tucker Center’s Gender Equity Summer Internship Program, now in its 15th year. “I love working with students,” LaVoi says. “A student called and asked me if we had a summer internship program. I said, ‘No, but we could!’”

Kickstarted by a generous donation from the Live to Give Foundation, the Gender Equity Summer Internship Program has...
The Tucker Center is an incredible way to meet people who share my passion and want to make impactful change,” she says.

MEET THE INTERNS: LIZ KIM

“Being a competitive athlete, there are so many stories I can tell. Frustration and wanting to change the culture of the sports world so female athletes are treated seriously,” says Maxine Simons, a Brooklyn, New York, native and collegiate lacrosse player. Simons says she ultimately chose to enroll at the University of Minnesota for its competitive sport management program and the urban-based, yet campus-like feel of the community. But there were other reasons, too.

“I have a very keen interest in women’s gender equity and sport. The fact that there was an institution like the Tucker Center was a huge draw. The University of Minnesota had the values I care about and the degree I care about,” she says.

Simons is currently a junior majoring in political science and business law. She has stayed on to work with the Tucker Center during the academic year. “Finding the Tucker Center was an incredible way to meet people who share my passion and want to make impactful change,” she says.

MEET THE INTERNS: ANNA GOOREVICH

“Collaboration is at the heart of everything the Tucker Center does. It was one of my favorite parts and where I experienced the most growth,” says Anna Goorevich, who hails from the Washington, D.C., area, played collegiate soccer for Franklin & Marshall College and was an active member of its Student-Athlete Leadership Council Executive Board. “It’s so rare to come across a group of women who are intelligent and passionate about the same thing, and who come from such different backgrounds,” she adds.

Goorevich says her interest in gender equity in sports was sparked during childhood by watching her hometown team, the National Women’s Soccer League’s Washington Spirit. This led to an interest in the U.S. Women’s Soccer Team’s 2019 equity pay lawsuit, which called for a resolution to the unequal pay between the U.S. women’s and men’s teams.

“I became passionate about trying to solve the injustices that female athletes face. That inspired a huge intellectual passion of mine,” says Goorevich, who is currently at the University of Stirling in Scotland studying sport management as a PhD student and recipient of the Provost Enhancement Fund Fellowship this coming fall.

ANNUAL REPORT CARD AIMS TO DRIVE CHANGE

Tucker Center interns learn how research can create systemic change when disseminated widely. While each intern has the opportunity to develop their own unique research interests, all are involved in the Tucker Center’s annual Women in College Coaching Report Card (WCCRC). The annual report is a passion project for LaVoix that has garnered national attention by assigning a grade to institutions, conferences, and sports based on the percentage of women in head coaching roles. The Tucker Center Interns (left to right) Maxine Simons, Liz Kim, and Anna Goorevich all share a desire to foster research to create social and structural change for girls and women in sport.

IN HER 12 YEARS AS HEAD COACH of the U of M’s women’s basketball team, Pam Borton racked up a 236-152 record, making her the winningest coach in the history of the program. That would be enough to cement her place in the upper echelon of inspirational leaders. But she wasn’t done. She is also the founder of TeamWomen, a professional development organization focused on female leadership, and networking, and of Empower, a leadership academy for girls in grades five to 12.

To recognize Borton’s commitment to encouraging women and girls to reach their full potential, the Pam Borton Endowment for the Promotion of Girls and Women in Sport Leadership was established at the Tucker Center in 2014. “We chose the Tucker Center because of its purpose, mission, and the people,” says Borton’s partner, Lynn Holleran, currently the deputy director of athletics at Penn State and former director of the Mc-Namar Academic Center for Student-Athletes at the U of M.

Borton adds that they also wanted to support the future generation of leaders who are doing great work. “We are inspired and motivated to helping and supporting female leaders move forward in their careers, and it has been rewarding to see what many of them have done and are currently doing,” she says.

The Borton Fellows, as they are known, are CEHD graduate students who are studying kinesiology and pursuing research in conjunction with the Tucker Center related to leadership, sport, and gender, or research that examines the mechanisms, role, and impact of sport on leadership development among girls and women.

“There are so many people who have given to this endowment because they have believed in us, our purpose, and how much it means to us,” Holleran says. “We thank everyone who is part of this endowment. We also want to thank Mary Jo Kane and Nicole LaVoix, who have done such an amazing job in supporting women and girls through the research of the Tucker Center.”

Borton says she and Holleran believe in giving back because they are grateful to so many people who helped them along the way and made a difference in their lives. “Giving back is part of our wellbeing and resilience,” she says. “It is something that makes us feel good and something we are excited about.”

Since grown substantially and produced 37 interns—nearly all of whom have gone on to receive advanced degrees in a variety of disciplines. Former interns have pursued careers ranging from clinical psychology to gender equity law to higher education to public health, and all are having an impact in their respective careers. The internship emphasizes collegial mentorship, a collaborative research experience, and deep exposure to the many facets of the research process. As an added and purposeful benefit, the program empowers interns to discover their passion and unique role in their respective careers. The internship is needed, and this group of eight interns fits the bill. Together, the interns represented the bill. Together, the interns represented
of women head coaches of women’s teams. “The WCCRC has stimulated national dialogue, held decision makers accountable, and provided a baseline to track changes over time,” says LaVoi. “A” grades, which are far fewer than “F” grades, are publicly lauded by the Tucker Center. “We feel it is important to celebrate success and excellence in the recruitment and hiring of women coaches,” says LaVoi about the report. “For the past 10 years, I have been encouraging women to enter into coaching and help retain the women coaches we have because girls need same-identity role models.”

BORTON FELLOW LEADS INTERN TEAM

Closely tied to the Gender Equity Summer Internship Program is the Pam Borton Fellowship, established in 2014 to honor then-Gopher Women’s Basketball Head Coach Pam Borton and her dedication to empowering women and girls to reach their full potential. The fellowship is awarded to graduate students who are working to advance the Tucker Center’s education, research, and community outreach mission while pursuing research in leadership, sport, and gender. The Borton Fellow’s responsibilities include leading the Gender Equity Summer Internship team to produce the WCCRC. Sport sociology doctoral student Courtney Boucher, the 2019, 2020, and 2021 Borton Fellow, led the summer 2021 intern cohort in partnership with LaVoi.

BUILDING A COMMUNITY OF ATHLETES, RESEARCHERS, AND ADVOCATES

The Tucker Center interns mention countless takeaways from their participation in the program. The two most cited are the Tucker Center’s mentorship and the opportunity for direct interaction with thought leaders in the field of sport and gender equity. Besides working with LaVoi and her graduate students, the group also had the opportunity to speak with and learn from a groundbreaking luminary in girls and women in sports research, Mary Jo Kane. “For me, that was the most memorable part,” shares Simons. “[Kane is] such an incredible scholar and expert in her field. Her knowledge and advice were really profound. It was an impactful experience.” The interns collectively cite becoming part of a community of researchers and scholars with a shared passion for equity in sport as another major takeaway. “Learning from others, hearing about their experiences and the challenges they faced, and putting our different backgrounds to work in this jigsaw puzzle of how we can advance gender equity issues in sport, says Goorevich. “It had never been surrounded by women like that before, and I felt inspired every day.”

To learn more about how the Tucker Center for Research on Girls & Women in Sport is utilizing interdisciplinary research, graduate education, and community outreach to improve the lives of girls and women on the playing fields and beyond, visit tuckercenter.org.
but we wanted to have an opportunity for all educator voices to be heard across the state,” says Gibbons, director of the Center for Applied Research and Educational Improvement (CAREI). “The results of this survey provided additional data that confirmed the areas of concern, along with some great qualitative data through open-ended questions.”

**Distance Learning Survey**

CAREI Research Associate Alyssa Parr says there were several steps involved in getting the Distance Learning Survey off the ground. “We went through existing surveys to see what others had studied regarding COVID and education, we met with various local stakeholders and people within the college, and we did focus groups with families, students, and educators,” she says. “That provided us some insights into what types of questions to ask in the Distance Learning Survey.”

Nicole McKeever, a fellow research associate in CAREI, says they used a University of Wisconsin survey to help them start on question writing. “Once we had a draft, we recruited leaders across Minnesota on Zoom, and they gave us feedback and additional items we should be asking educators,” she says.

Once complete, the survey was distributed to educators across the state. Results came in from 13,077 respondents—including teachers, administrators, and support professionals—representing 409 districts and charter schools.

“One of the most interesting things is we asked a number of open-ended questions and didn’t limit the character boxes,” Pekel says. “We had more than 500 pages of open-ended comments. This was at a time when people were panicked. It was really emotional and heart-wrenching to read all of those.”

“It’s easy to see, then, that mental health was one of the top concerns raised by the respondents. So much so that it figures prominently in each subsequent survey as well. “Reading all the responses, the depth of stress people were feeling didn’t surprise me, but it painted a picture that I wouldn’t have access to,” says CAREI Associate Director for Evaluation Services Laura Potter, demonstrating the insightful value of the surveys. “People going above and beyond, but being so stressed out.”

Tracking a different course were concerns over technology use. As the surveys went on, people had naturally adapted to technological challenges so it became less of an issue. However, with this first survey, the challenges were fresh. “Teachers were doing anything they could to make the technology work,” Parr says. “Most striking about the comments we got were the lengths teachers went to, cobbling together whatever they could. One teacher would do his classes in his car in a parking lot with an ice pack under his computer.”

Parr adds that another standout was how educators learned over time. “A lot of educators shared they didn’t know what they were getting into. Some had not previously used tech platforms,” she says. “Others realized that some students excelled in a distance-learning environment because it lessened social pressure. They were really creative in building relationships and using learning formats that were really new to them.”

Results from the survey were shared broadly with state principal associations, Education Minnesota, and the Department of Education, which used them in its decision-making for its Safe Learning Plan. District-level reports were also sent to various school districts that had a certain level of respondents.

**Safe Learning Survey**

Information from the Distance Learning Survey was also used to develop the Safe Learning Survey. This survey was developed by the Wisconsin-Minnesota Comprehensive Center (WMCC) to gauge the impact of the Department of Education’s Safe Learning Plan. The WMCC is a partnership among CAREI, the University of Wisconsin, and Education Minnesota.

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sity of Wisconsin-Madison’s Wisconsin Evaluation Collaborative, and nonprofit Education Analytics.

The Safe Learning Survey was much broader in scope, as it included educators as well as families and students in sixth through 12th grade. It was also administered three times in 2021: February, May/June, and October/November. The three surveys in total garnered roughly 53,000 responses.

“The main theme that came out is there is not enough support for mental health for students,” Potter said. “The depth of need is huge, and everyone agreed it was a challenge.” A need for mental health support for educators themselves also was a common finding.

A second theme that surfaced revolved around learning and engagement. “There were fluctuating reports about student learning,” Pekel said. In the February survey, there was some struggling detected in learning, but as the spring and fall surveys showed, it became less over time. Interestingly, families felt there was less learning at the grade level increased, although everyone agreed that there was at least “some” learning happening at every level. In terms of engagement, it’s not surprising to find it more challenging when the class is virtual.

Some of the other takeaways included a focus on school equity. “Everyone agreed they wanted to have more of a voice in decision-making, including students,” Potter says. Respondents also wanted to see more managed workflows for staff, smaller class sizes, and more support staff.

As mentioned before, technology seemed less of a concern as time passed. “In the Distance Learning Survey, we found that technology was really an issue. In the third iteration of the Safe Learning Survey, we are hearing that tech is a success,” Pekel says. “In that short time period, there has been a radical change in how technology has been used for instruction.”

Presently, a final report of these three surveys is being written, after which it will be shared widely.

Minnesota Principals Survey

The Minneapolis Foundation and the Joyce Foundation contracted CAREI to develop this most recent survey in order to evaluate the principal voice. “We plan to administer it every two years,” says CAREI Research Associate Sara Kemper. “The idea is to track how principals are feeling over time.”

Survey questions ranged from asking about principals’ professional development activities, their day-to-day experiences, and the status of their workloads. A section on COVID-19 also was included. Although the survey turned out fairly lengthy, it had a strong 34 percent response rate. And the principals’ responses had many similarities to other educators.

“They are optimistic: they can do their jobs, but are feeling overwhelmed,” Pekel says. “They want more or better professional development. And they are concerned about the mental health of students and staff. That’s where they need help and support. One in 10 principals are concerned about their own mental health.”

Mental health services were among the top areas where principals expected there to be lasting change to the existing structure of their schools. Other areas of expected change include use of technology, learning modalities, and relationships—building with students.

Once results of the survey are fully tabulated, it will be shared with stakeholders across the state, the Minnesota Association of School Administrators, and the legislature.

Final Thoughts

“We’re going to need to fundamentally rethink mental health in schools,” Pekel says. “We do not have enough people trained to provide the level of mental health support that we’ve been told is needed. The vast majority of educators are not trained in mental health, and they are quite nervous.”

Potter says educators are struggling, which aligns with stories of people leaving the profession in droves. Kemper agrees. “A common refrain is: ‘I’ve been working in this job for decades, and this was by far the hardest year in my career,’” she says. Hopefully, the amount of data collected in these surveys will be enough to persuade policy makers that change is needed and where it will be most effective. If anything, the strong response rates for all the surveys show that educators were grateful they were being heard and that their opinions counted.

But this is what the U is all about. “As a land-grant institution, we are fulfilling the mission of serving Minnesota by seeking and elevating their voices,” Pekel says.

SURVEY RESULTS

> Distance Learning Survey: cehd.umn.edu/research/distance-learning
> Safe Learning Survey: cehd.umn.edu/research/safe-learning-survey
> Minnesota Principal Survey: 2.umn.edu/7tvt

“DURING THE COVID-19 PANDEMIC teachers from the U have been incredible,” says Ruth Krider, a second-grade teacher and mentor in the St. Paul Public Schools. “I’m using the term co-teachers, because that’s what they have proven to be: professional, empathetic teachers who have gone, and continue to go, above and beyond the letter of their assignment. Co-teachers have brought students into their online homes, provided an ear, a shoulder, a helping hand, and have entered their new profession with positive intentionality about the assets each and every child brings.”

No matter their name, co-teachers, student teachers, or teacher candidates, they have remained a steadfast support system for students of all ages. Their commitment to the education field deserves honor and celebration.

“I’ve been amazed with what our teacher candidates have done during this time,” says Ann Buhl Carlson, early childhood licensure coordinator for the Institute of Child Development (ICD). “It is just incredible.”

Meeting the Challenge

Before the pandemic, teacher candidates were involved in traditional teaching experiences in face-to-face environments. “No one was prepared for teaching remotely,”

Student teachers rise to the challenges of the pandemic

by Kevin Moe

All images by All4ed

ALLISON SHELLEY FOR ALL4ED

“WE ARE HEARING THAT TECH IS A SUCCESS,” PEKEL SAYS. “IN THAT SHORT TIME PERIOD, THERE HAS BEEN A RADICAL CHANGE IN HOW TECHNOLOGY HAS BEEN USED FOR INSTRUCTION.”
“It was a very busy time, everything was always changing,” she says. “It was also hard because I was a first-year teacher, so I was learning everything about the curriculum and the district while also adapting everything to distance learning.”

Seifert says student teachers had to navigate remote instruction with little more than guidance and support from their instructors. “It’s as if someone said, ‘You need to set aside all the teaching methods you learned and relearn new methods by hands-on and play-based as possible. “The students showed great resilience and were excited about their first experience at school even though it was online,” she says.

Marie Lister, a teaching specialist at the Child Development Lab School, says the student teachers not only rose to the occasion, but in new ways. “The old hierarchy went away,” she says. “Student teachers created beautiful learning opportunities and really creative ways of interacting and talking to the children that I wouldn’t have thought of.”

Bridget Stephens, who is in the academic behavioral strategist (ABS) program in the Department of Educational Psychology, says navigating online connections with her students was the most challenging. She taught fully remote at Marcy School for the Arts. “Kids were at home taking care of siblings, and siblings were also doing distance learning so we’d get a lot of feedback,” she says. “The other challenging thing was helping kids navigate through certain programs.”

Online education, however, did provide some unexpected advantages. “What distance learning showed was that students learn differently. Kids got to try out a new way to learn,” Stephens says. “Some kids totally excelled in distance learning.”

Innovative teaching plans were especially important for early childhood education. “Young children are not meant to learn on a screen,” Carlson says. “Developmentally, they need to be active, hands-on and play-based as possible. “The students showed great resilience and were excited about their first experience at school even though it was online,” she says.

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Rosalie Fuqua is currently completing her student teaching in a first-grade classroom at Highlands Elementary in Eden Prairie. She will earn her MEd in June and plans to move to Washington state and have her own kindergarten or first-grade classroom.

She says the uncertainty generated by the pandemic affected her teaching experience the most. “You never really know what you’re walking into when you get to school each day,” she says. “Colleagues and students are constantly absent, valuable school-wide events are canceled, and schedules change on a dime.” Fuqua has had in-person classes all year, and she says that has helped mitigate the uncertainty.

In fact, being able to spend time every day with her students, experience their enthusiasm, and feed off their energy was revitalizing. “Those relationships provide so much motivation to come into school every day,” she says.

A particular challenge in face-to-face instruction was adapting to teaching while wearing masks. “Much of commu-

Mitigating uncertainty

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A particular challenge in face-to-face instruction was adapting to teaching while wearing masks. “Much of commu-nication is nonverbal, and it’s really important to be able to see facial expressions, especially for young children,” she says. “I’ve been impressed with the students and teachers’ abilities to adjust to not being able to see one another’s faces, or hear them clearly.”

Working through the pandemic also has taught Fuqua flexibility. “As someone who tends to rely heavily on routine and regularity, this has been a fabulous learning experience,” she says. “I am now much more comfortable dealing with last-minute changes as they come, and am able to better adapt my teaching in the moment, which has made me a more effective teacher.”
Finding stability

"As teachers, we like to be in control. We like to plan our days and plan our hours. This was the opposite," says Adriana Castelo about her student teaching experience during the pandemic.

Castelo is a student in the dual language immersion program in the Department of Curriculum and Instruction. Originally from Ecuador, she came to the University as an exchange student and started her master’s program in 2020. She student-taught third grade at Eagle Heights Spanish Immersion in Eden Prairie.

“There was never stability in terms of the day I would teach. You could get one student online and 19 in person and the next day 10 in person and 10 online,” she says. “That was the most challenging part—the lack of stability.”

She found the stability she needed in the mentor teacher she was paired with. “She was fantastic. I couldn’t have asked for anyone better,” she says. “She was a great mentor in all areas and gave me the best student teaching experience.”

Castelo says the experience proved to herself and to every teacher that they can do anything when they work together. “We can do virtually anything to teach children, regardless of the place they are learning from—behind a screen or in person,” she says. “The pandemic—besides all the terrible things we’ve gone through—has shown me how we can get through this if we are together.”

Building stronger relationships

These innovative lesson plans help drive relationship-building with the students, particularly important in online instruction, says Jana LoBello Miller, co-director of elementary teacher education in the Department of Curriculum and Instruction (C&I). “They are moving beyond set touching things. My students had to face the challenge of how to do this in the wrong modality for early childhood.”

She says that she was blown away by her student teachers’ creativity in online instruction. “They would be talking to the children, but say ‘go get your packet of materials they provided for the children or ‘go and find something in your house,’” she says. “They were able to provide more concrete learning experiences essentially in three dimensions when they were working in two dimensions.”

Not losing sight of your love for the job

“I have always wanted to be a teacher since I was little. I always loved my teacher’s and was super excited about school,” says Natalie Fox, a student in the Department of Educational Psychology’s academic behavioral strategist (ABS) program. “I was not until high school that I wanted to go toward special education. We had a field experience in high school where I went back to my elementary school and had a placement in special education. I loved the kids and the environment.”

Last semester she was at Dowling Urban Environmental School (now Michael Dowling Elementary School) in Minneapolis working with third- through fifth-grade students who have a wide range of abilities. “Initially we were fully online. I woke up every day and sat in my bedroom with a whiteboard and laptop and tried my hardest to develop relationships with those students who didn’t know who I was,” she says. “That shifted pretty quickly as I was good at making connections with students. I built those relationships right away.”

Right after spring break, Fox was brought in for in-person instruction and found herself agreeing with others that working in both online and face-to-face complement each other.

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INTERNATIONAL

Looking through a different lens

International students at CEHD promote global understanding

EACH YEAR THE U.S. HOSTS more than 1 million international students, and Minnesota is a top destination. International students have always been central to global diplomacy and internationalization efforts in higher education. The first international students recorded at the University of Minnesota were in 1874. Today there are more than 5,000 international students and scholars on campus.

This year CEHD is home to more than 300 international students, representing 57 countries. Being a part of CEHD shapes their identity and future career planning. In turn, these individuals bring unique perspectives to our programs and community.

Cindy Yang came to the School of Social Work from China to major in youth studies. She says coming to a large institution like the U of M as an international student was valuable in so many ways: It allowed her to see more cultures, meet new friends from different countries, and witness new living and study experiences. “The teaching ways are so different, and seeing those differences is my favorite part of being an international student,” she says. “These perspectives definitely influenced my academic experience.”

Particularly impressive to Yang has been the helpfulness of her instructors. “The professors I met are super nice and welcoming for international students,” she says. “I think it’s important for the professors to know that for international students in their classes, their support is super important for us.”

Pubudu Senaratne has also found her place at CEHD. From Sri Lanka, Senaratne is a first-year PhD student in the Department of Family Social Science, where she also earned her MA.

“My intended research area is working with immigrant and refugee families,” she says. “And helping with that are her own experiences as an international student. “Even though I had known and heard about how diverse American society is before I started living here, the actual experience provided me with living proof of it,” she says.

Senaratne’s international experience also led to changes within herself. “My experience with diverse individuals and situations turned me into a more welcoming and embracing human being,” she says. “This broadens my own way of looking at other human beings and even myself in a more empathetic and compassionate manner.”

Like Yang, Senaratne says she found the support she received from CEHD encouraging. She felt especially welcome when she saw the Sri Lankan flag on display at McNeal Hall when she went there for classes for the first time.

CEHD’s welcoming atmosphere is one of several key aspects that attracted Rawan Algahtani. “I came to attend CEHD as it is one of the best colleges when it comes to accommodating students’ diversity and developmental leadership,” says the Saudi Arabian student. “Also, the great and inspiring faculty who teach at this college was one of my biggest motivators to attend.”

Algahtani is a junior in the human resource development program in the Department of Organizational Leadership, Policy, and Development. “I want to work in a plethora of various fields related to interacting with individuals and creating powerful projects for our global community,” she says. “Nevertheless, if I do not find a career that would satisfy my passion, I will go ahead and create one.”

She says that her experience in a new country does make her look at the world through a completely different lens. “I consider being an international student a cultural, yet educational, privilege to my surroundings and myself,” she says. However, she also realizes that the exchange is not all one way. “Whereas I am learning, at the same time I am contributing my international background through academic discussions, daily life, and professional work,” she says. “It does add a unique perspective to many activities I am part of, in addition to educational culture-exchanging conversations.”

To help promote cross-cultural exchange and develop a sense of belonging and inclusion, CEHD hosts several special events and programming for international students. One such event is the CEHD International Thanksgiving. Created in 2007, it’s an opportunity to gather and enjoy traditional Thanksgiving food in a festive and welcoming environment. “I charted and interacted with Dean Michael Rodríguez and CEHD event coordinators,” says Algahtani, who attended last year’s event.

“Global diplomacy and internationalization efforts in higher education are more important now than ever before, especially during this uncertain period in history,” Senaratne says. “During the pandemic, the need to embrace diversity and inclusion is even more critical.”

The COVID-19 pandemic has also underscored the need for greater global cooperation and understanding. “We have a responsibility to help,” Senaratne says. “We must all take a break from academic and work life to breathe and socialize.”

New perspectives such as these have made Algahtani’s experience at CEHD extremely rich, she says, adding that the kindness and support she’s received would be hard to find elsewhere. “People at CEHD generally care about the success of every single student, domestic or international,” she says.

International students are a meaningful part of our college community and become lifelong contributors to our internationalization efforts. These students faced increased challenges in the past two years, and their ability to navigate through an uncertain period in history shows their commitment and resiliency. We have an important responsibility to welcome and support international students.

—KEVIN MOE

Learn more at cehd.umn.edu/global
In memoriam

William Charlesworth
Emeritus Professor William R. Charlesworth passed away on October 26, 2022, at the age of 91. Charlesworth was a professor in the Institute of Child Development (ICD) from 1961 to 1995 and had an impactful career in the fields of child development and human ethology. Prior to graduating from Cornell University in 1961 with a PhD in child development and family relationships, Charlesworth worked for U.S. Army Intelligence from 1953 to 1956. At ICD, he served as the director of undergraduate studies in addition to serving as a member or chair on numerous college and University committees including the President's Committee on Teaching and Learning. Charlesworth received the Horace T. Morse Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education, as well as the College of Education and Human Development Distinguished Teaching Award.

Arthur Sol “Art” Leon
Arthur Sol “Art” Leon, MD, professor emeritus in the School of Kinesiology and director emeritus of the renowned Laboratory of Physiological Hygiene and Exercise Science, passed away on February 6, 2022, at the age of 90. Leon received his MD degree from the University of Florida, and his MS and MD degrees from the University of Wisconsin, with specialty training in biochemistry, internal medicine, and cardiology. After his medical residency, he served with the U.S. Army Medical Corps, and was stationed in France for three years during the period of the Berlin Wall, followed by an assignment to the Walter Reed Army Institute of Research in Washington, D.C. Following active duty, he was director of the Clinical Research Center at Newark Beth Israel Medical Center and led the first clinical trials on the Parkinson’s disease drug L-dopa. Leon retired as a colonel in the U.S. Army Reserve in 1998 after 38 years of service. Leon’s career at the University of Minnesota began in 1973 when he was recruited by Henry Blackburn, colleague of the world-famous scientist Ancel Keys, to work on the NIH-funded MRFIT study involving men at high risk of heart attack due to smoking, blood pressure, and high cholesterol. During his 45 years at the University, Leon conducted research and taught classes, first in the School of Public Health then in the School of Kinesiology, where he served for 20 years as director of the Laboratory of Physiological Hygiene and Exercise Science. He was the Henry Taylor Endowed Professor of Kinesiology from 1992 until his retirement in 2018. Leon was principle investigator for the U of M site on the five-site international team running the multi-year, multi-center $1 million HERITAGE Family Study exploring the genetic component of aerobic capacity and exercise training. The unprecedented study ran for 13 years, resulting in more than 350 peer-reviewed publications. Leon is internationally recognized for his exercise physiology research with a broad scope covering animal, epidemiological, and exercise training studies, including the role of physical activity in the prevention of cardiovascular disease. He was lead author on the 1996 U.S. Surgeon General’s report, which was instrumental in developing national physical activity guidelines for Americans. Leon was also a founding fellow of the American College of Sports Medicine and the recipient of its Citation Award in 1993 and Honor Award in 2016. He was a founding fellow of the American Association of Cardiovascular and Pulmonary Rehabilitation and was a consulting program director and two-term vice president. Contributions in Leon’s memory may be sent to the Wounded Warrior Project (woundedwarriorproject.org) or the Retriever Golden of the Midwest animal rescue (rugom.org).

Honors
Richard Beach, Department of Curriculum and Instruction, received the Dr. John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship from the American Educational Research Association.

Apointments
Zan Gao, School of Kinesiology, was appointed as an editorial board member of the International Journal of Physical Activity and Health.

Stefanie L. Marshall, Department of Curriculum and Instruction, has been named to the ad-hoc committee on equity in PreK-12 STEM education organized by the National Academies.

Tania D. Mitchell, Department of Organizational Leadership, Policy, and Development, has been named an associate editor of the Review of Higher Education, one of the leading journals in the field.

Sherri Turner, Department of Educational Psychology, has been named a 2022 Society of Counseling Psychology Fellow by the American Psychological Association (APA), Division 17.

Frances Vavrus, Department of Organizational Leadership, Policy, and Development, has been named to the Working Group on Academic Freedom (WGAF), coordinated by the Open Society Foundations and Scholars at Risk.
DEAR FELLOW ALUMNI

As I write this, Minnesota is experiencing a typical winter cold snap, but we know spring is around the corner—and that means almost 1,800 CEHD students will be completing their degrees. For many of us, our commencement ceremony was a meaningful celebration of a significant milestone. I’ve heard from alumni who initially didn’t care about attending, but participated to honor their family and later realized the significance of the experience. At my graduation ceremony, my grandfather was in the audience and wrote the precise time I walked across the stage to accept my diploma on his program. It was 9:02 p.m. That memory reminds me just how important the ceremony is to the graduates, but also to the family members.

The last two years have very much reminded us of the importance of rituals and being together to commemorate life changes. More than just “pomp and circumstance,” commencement is a chance to recognize students’ accomplishments, surrounded by people who love and support them. We are so proud of our graduates and look forward to seeing how they make a difference as alumni.

Unfortunately, the classes of 2020 and 2021 did not have the opportunity to have a commencement due to the pandemic. We were delighted to invite them back to campus for the 2022 ceremony on May 13. Mariucci Arena will be filled with joy, pride, and cheers for all these talented Gophers.

Please visit cehd.umn.edu/commencement for ways you can share your congratulations with graduates, and take some time to remember your own personal milestones. Have a great summer!

SHEILA PIIPPO, MD’94, SPECIAL EDUCATION

from the
PRESIDENT

ALUMNI

Congratulations, 2021 Distinguished Alumni!

Every November, the External Relations office partners with the dean, academic leaders, and faculty to identify and honor alumni for CEHD’s Distinguished Alumni Awards. With more than 75,000 living alumni, it is challenging to narrow the number of awardees each year to fewer than 20.

Those who received the 2021 Distinguished Alumni Award represented all seven departments of CEHD and included teachers and school leaders, lifelong researchers and scholars, athletes and coaches, consultants, business owners, and corporate leaders. Their achievements include everything from closing the achievement gap between White and Black students in one local school district to serving as team psychotherapist and life coach for the Detroit Pistons to founding Casa de Corazón Intercultural Early Learning, a Spanish immersion school for birth to age five. While each of the honorees this year inspired all of us, what was striking was the level of humility in each honoree. They didn’t achieve distinction because they wanted recognition. Each graduate set out from CEHD to make an impact on the lives of others, whether here in the Twin Cities, across the U.S., or around the world.

Pictured are (front row, left to right) Ryan Saunders (kinesiology), Theresa Ganley (kinesiology), Susan Stanek (curriculum and instruction), K. Giddings (social work), Dean Michael C. Rodriguez, Nim Totton (child development), Jerry Becker (curriculum and instruction), and Juliana Carlson (social work).

Back row are (left to right) Michael Lehan (family social science), Steven Unowsky (educational psychology), Delores Merritt (curriculum and instruction), Larry Lundblad (curriculum and instruction), Natalie Stanridge (family social science), Corey Yager (family social science), Marion Barber, Jr. (social work), and Kathryn Tout (child development). Not pictured is Regina McNeil (educational psychology). Carlson and Giddings are recipients of the Alumni Society Award of Excellence.

Landed a new job? Celebrating a professional milestone? We want to share your news! All our alumni class notes are now published online. Go to cehd.umn.edu/alumni/notes and send us your news—with photos if you have them. Read about people you know from CEHD.

College of Education and Human Development | University of Minnesota | @umcehd

CEHD Alumni & Student Networking Group

@UMN_CEHD

Ed psych alums Lynn and Doug Fuchs awarded McGraw Prize

Lynn and Doug Fuchs, Department of Educational Psychology special education PhD alumni, have been honored with the McGraw Prize in PreK-12 Education by the University of Pennsylvania Graduate School of Education (Penn GSE).

One of the most prestigious awards in education, the McGraw Prize celebrates innovation in education by recognizing outstanding individuals who have dedicated themselves to improving education and whose accomplishments are making a huge impact. Penn GSE describes the profound impact the Fuchs’ have had on the field of special education: “Across four decades of methodologically rigorous and innovative research and development, Lynn and Doug helped establish data-based individualization as the most respected approach to instructing students with serious learning disabilities and as the sine qua non of special education intervention. In addition, Doug and Lynn have produced many scientifically validated programs in literacy and mathematics for children and youth ranging from academically talented to academically at risk.”

The Fuchs are institute fellows at the American Institutes for Research and research professors in the Departments of Special Education and Psychology and Human Development at Peabody College of Vanderbilt University.

SHEILA PIIPPO, MD’94, SPECIAL EDUCATION
A champion of student equity

Clark Hoelscher strives to make schools inclusive to all

“When I made the decision to become a teacher, I jumped into the nearest metaphorical closet. The message to me in 1999 was: ‘There is no space to be an out teacher. That doesn’t exist.’”

That’s how Clark Hoelscher (ME ’99, PhD ’14) describes the teaching landscape of a little more than two decades ago. The experiences of LGBTQ students at that time also left something to be desired. “It was very clear to me that there were large numbers of students that schools did not work for,” Hoelscher says. “I wanted to do something that would give me the opportunity to work in the community to make schools amazing learning spaces for all of our students.”

And thanks to Hoelscher’s work, that vision is becoming reality. They taught in Minneapolis for a year before enrolling in the MEd program at CEHD. “The program at the U was compelling because it was impactful,” they say, although something seemed to be missing.

At the time, Hoelscher was an organizer of the Bisexual community in the Twin Cities, which was work entirely separate from their teaching career. “I never imagined those two paths would come together,” they say. “It sounds unbelievable now, but I sat through my initial license and my master’s classes and we never talked about LGBTQ students. Parts of my identity didn’t exist.”

After teaching for five years, they enrolled as a doctoral student in the Department of Curriculum and Instruction. “My plan was to focus on equity around race and class in science classrooms,” Hoelscher says. They remember reading an assigned article about LGBTQ students’ experiences in schools. “I had not seen such severe student outcomes. The thought crossed my mind that maybe there was something I could contribute to in addressing this. I shifted the focus of my academic work,” they say. Hoelscher’s dissertation, “LGBTQ Inclusion in Educator Preparation: Getting Ready for Gender and Sexual Diversity in Secondary School Settings,” was completed in 2014.

They taught in Minneapolis for a year after teaching for five years, they enrolled in the MEd program at CEHD. “The program at the U was compelling because it was impactful,” they say, although something seemed to be missing.

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Afterward, I chose to return directly to local schools as a transformative leader for racial and gender equity rather than seek an academic position,” they say. Presently, Hoelscher is a program specialist for the Out For Equity program in the Saint Paul Public Schools (SPPS), leading school-based LGBTQ+ programs and working in partnership with LGBTQ+ youth-serving agencies to build leadership opportunities.

Hoelscher also serves on the National Education Advisory Council for GLSEN, a leader in providing advocacy and support for LGBTQ youth. In 2019, they were awarded a CEHD Rising Alumni Award for tireless educational and community work.

They give CEHD particular credit for the "Teacher Education Redesign Initiative (TERI), a program designed to improve teacher effectiveness. Hoelscher was in the first cohort of the program. "The TERI curriculum for licensure candidates intentionally included gender identity and sexual orientation diversity at a critical time," Hoelscher says. "I have utilized the experiences and learning I had as a TERI Fellow to engage school leaders, community partners, families, and students for change—the results have been significant."

Hoelscher’s efforts have included working with leaders in SPPS to adopt and implement the first Gender Inclusion Policy in the region, co-establishing the first school district-based LGBTQ parent advisory council, working to include gender identity questions on the Minnesota Student Survey, and contributing to the Minnesota Department of Education’s Toolkit for Ensuring Safe and Supportive Schools for Transgender and Gender Nonconforming Students.

“LGBTQ+ supportive policies, programing like student Gender and Sexuality Alliance, and LGBTQ+ affirming curriculum work. Outcomes for LGBTQ+ students can and have improved. When we remove barriers and affirm students, they grow, learn, and thrive,” they say.

—KEVIN MOE
Easing financial anxiety

BY KEVIN MOE | PHOTOGRAPH BY JAYME HALBRITTER

YITING LI, A PhD STUDENT in the Department of Family Social Science, has focused her research on financial anxiety, especially for couples. A paper she wrote on the subject: “A Decade Review of Publications in Family Financial Socialization, Young Couples, and Financial Behaviors: 2007–2017,” won a best student paper award by the Association for Financial Counseling and Planning Education in 2019. For many PhD students, funding can be challenging. Couple that with being a first-generation international student and not really knowing anyone in your host country, and it can be outright overwhelming. So for Li, financial anxiety is something she’s quite familiar with. “I know firsthand how stressful it can be if you live paycheck to paycheck,” she says. “It’s really hard for me to figure out what I need to do.” She has been helped throughout her academic career thanks to financial support from several awards, including the M. Janice Hogan Fellowship and the Jean W. Bauer Family Economics and Policy Fellowship. The Hogan Fellowship honors the work of Department of Family Social Science Professor Emeritus Janice Hogan, who set up the endowment in 2001 to support graduate students in her department. “Once we had a dinner together. During that meeting, she wanted to know how she could support me,” Li says. “It’s amazing for me to know her—not only from the fellowship documents, but to know her in person.” Li received the Hogan Fellowship for the first time in 2016 and again this year. Last year, she was the recipient of the Bauer Fellowship, for which she was especially grateful. Professor Jean Bauer, a nationally recognized leader in her field, passed away in 2012, but her fellowship lives on to support family social science PhD students. “That scholarship specifically helped me for my dissertation,” Li says. “I was supposed to graduate in 2020, but I didn’t have my data set, and it delayed me for a year.” Legal red tape held up Li’s data for a time, and the Bauer Fellowship allowed her to survive the wait. “It’s really terrifying sometimes to not know where I’m finding financial support for the next month,” she says. “I was sitting on the edge waiting on the data. Now I’m getting the data sets and finishing my analysis.” Li expects to finish her dissertation in May or June of this year. Her goal is to secure a faculty position somewhere, fingers crossed. Wherever she ends up, she says she can thank the Hogan and Bauer Fellowships for it. “These scholarships help get you where you are,” she says.
Register now for the CEHD summer equity conference

Leading in Equity, Action, and Diversity for PreK-12 System Improvement

The Leading in Equity, Action, and Diversity (LEAD) conference supports education leaders in improving PreK-12 school systems to disrupt pervasive racial inequities. It offers actionable insights, tools, and strategies for creating more equitable education systems that eliminate racial harm and disparities in students’ opportunities, experiences, and outcomes.

Conference sessions will fall under three strands of education leaders’ work, all grounded in racial equity: **policies, practices,** and **people.** Read more on P. 4.

WHO
Superintendents, board members, school administrators, teacher leaders, education nonprofits, and anyone who cares about advancing racial equity in PreK-12 schools

WHEN
August 2-3, 2022

WHERE
Huntington Bank Stadium

COST
$300, which includes meals

TO REGISTER, VISIT
cehd.umn.edu/lead